## Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

**recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers**

The children should be able to:

Recognise a multiple of 2, 5 or 10 and use their knowledge of multiplication facts to find corresponding division facts. They can say which numbers are odd and which are even.

e.g. 2 x 5 = 10, show me three more number facts using these numbers.

Is 34 an odd number? How do you know?

**calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals signs**

Children should be able to:

Find missing numbers or symbols in a calculation:

4 x \_\_ = 20, \_\_ ÷ 10 = 3

Anna has 3 boxes of cakes. Each box contains 5 cakes. How many cakes does she have altogether? Show how you worked this out.

**show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot**

Children should be able to:

Use their knowledge of triangles of numbers to show related number facts.

e.g. If 6 x 2 = 12 then 2 x 6 = 12 and 12 ÷ 6 = 2.

**solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts**

Children should be able to:

Use various methods and apparatus to help them solve word problems such as:

There are 10 lollies in a bag. Charlie needs 30 lollies for his party. How many bags does he need to buy? Show how you worked this out.

## Non-Statutory Guidance

Pupils use a variety of language to describe multiplication and division.

Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.

Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, 40 ÷ 2 = 20, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 × 5 = 20 and 20 ÷ 5 = 4).